

Penn Cambria Curriculum

Course Name	Basic Foods
Length of Course	<i>.5 credits (1 Quarter)</i>
Grade Level	<i>10-12</i>
Prerequisites	<i>None</i>
Course Description	<i>The Basic Foods program gives students a foundation in food, nutrition, and good health. This segment is designed to encourage students to make the best food decisions possible in today's complex world. The student's ability to select and prepare food successfully is a basic survival skill for good health and physical stability.</i>
Units of Study	<i>Kitchen Safety Guide to Basic Cookery Table Etiquette Nutrition Economics of Food Special Occasions</i>
Materials	<i>Text : Janus Books –Food & Nutrition; Janus Book Publishers, Inc. © 1986 Supplemental Materials: MyPyramid.gov Food Preparation License Kit; Ross Creations 1991 Pyramid Plus-Real Life Nutrition for Teens; Oregon Dairy Council 2008 Video- Etiquette Hotline – The Learning Seed 2004 Movie – Supersize Me – Hart Sharp Video 2004</i>

Unit 1: Kitchen Safety

Estimated Time: 1 week

Standard Alignment:

- 11.1.12G Compare the availability, costs and benefits of accessing public, nonpublic and for-profit services to assist the family.
- 11.2.12B Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12C Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.3.12B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).

Curricular Objectives:

A. Students will:

- a. List work habits that help prevent kitchen accidents.
- b. Describe what to do in case of a kitchen emergency.
- c. List work habits that help prevent food borne illness.
- d. Demonstrate proper safety techniques and procedures in a kitchen setting.

Assessments/ Measurement of Objectives:

- Demonstrate proper safety in kitchen laboratory.
- Group discussion

- Objective tests and/or quizzes
- Student activities/projects
- Cafeteria work experience

Suggested Methods of Instruction / Learning Activities:

- Teacher / group discussion
- Student-designed poster/commercial raising awareness for the types of food borne illness and how to prevent them.
- Cafeteria work experience

Unit 2: Guide to Basic Cookery

Estimated Time: 2 weeks

Standard Alignment:

- 11.2.12A Justify solutions developed by using practical reasoning skills.
- 11.2.12B Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.1.12F Compare and contrast the selection of goods and services by applying effective consumer strategies.
- 11.3.12B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).

Curricular Objectives:

A. Students will:

- a. Identify a variety of food preparation tools.
- b. Identify common abbreviations, measurements and cooking terms used in food preparation.
- c. Demonstrate how to properly use kitchen utensils and equipment.
- d. Select and use recipes successfully.
- e. Demonstrate how to correctly adjust recipes.

Assessments/ Measurement of Objectives:

- Objective tests and/or quizzes
- Student activities/projects
- Recipe assignments
- Student directed activities in kitchen lab situations with acceptable results.

Suggested Methods of Instruction / Learning Activities:

- Teacher/group discussion
- Student directed activities in kitchen lab situation
- Completion of tool scavenger hunt

Unit 3: Table Etiquette

Estimated Time: 1 week

Standard Alignment:

11.2.12C Analyze teamwork and leadership skills and their application in various family and work situations.

Curricular Objectives:

B. Students will:

- a. Demonstrate proper table settings for various occasions.
- b. Demonstrate how to serve food properly.
- c. Demonstrate proper table manners.

Assessments/ Measurement of Objectives:

- Demonstration of proper table setting/manners while working in kitchen laboratory.
- Objective tests and/or quizzes
- Student activities/projects

Suggested Methods of Instruction / Learning Activities:

- Teacher/group discussion
- Teacher/student demonstration of proper table setting/manners while working in kitchen laboratory
- Planning, serving and eating a meal properly.
- Video-Etiquette Hotline

Unit 4: Nutrition

Estimated Time: 3 weeks

Standard Alignment:

- 11.2.12C Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.3.12C Evaluate sources of food and nutrition information.
- 11.3.12D Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
- 11.3.12E Analyze the breakdown of foods, absorption of nutrients and their conversion to energy by the body.
- 11.3.12F Evaluate the application of nutrition and meal planning principles in the selection, planning, preparation and serving of meals that meet the specific nutritional needs of individuals across their lifespan.
- 11.3.12B Evaluate the role of Government agencies in safeguarding our food supply (e.g., USDA, FDA, EPA and CDC).
- 11.3.12 G Analyze the relevance of scientific principles to food processing, preparation, and packaging.

Curricular Objectives:

A. Students will:

- a. Describe the relationship of a nutritious diet to health.
- b. Demonstrate knowledge of the Food Pyramid guidelines for checking nutritional adequacy of food intake.
- c. Identify the food nutrients and describe how each works in the human body.
- d. Identify the best food sources of each nutrient.
- e. Locate and analyze nutritional labels.
- f. Describe the effects of calories and exercise on body weight.
- g. Describe the nutritional aspects of fast foods and eating out.
- h. Alter a recipe to make it healthier.

Assessments/ Measurement of Objectives:

- Group discussion and questions.
- Completion of a meal meeting nutritional and time frame requirements.
- Food log activity in which students analyze their diets for calories and fat content using computer software program.
- Objective tests and/or quizzes
- Student activities/projects
- Design and completion of a meal that includes a healthy substitution of an ingredient.

Suggested Methods of Instruction / Learning Activities:

- Teacher/student discussion with questions
- Explore website www.mypyramid.gov to explore nutritional guidelines
- Completion of meal meeting nutritional requirements
- Students will view video "Supersize Me"
- Student completion of food log activity analyzing diets
- Completion of a healthy food substitution in a recipe.
- Taste-testing and assessment of healthy foods.

Unit 5: Economics and Food

Estimated Time: 1 week

Standard Alignment:

- 11.2.12A Justify solutions developed by using practical reasoning skills.
- 11.3.12A Analyze how food engineering and technology will influence the food supply.
- 11.3.12C Evaluate sources of food and nutrition information.
- 11.3.12D Critique diet modifications for their ability to improve nutritionally-related health conditions (e.g., diabetes, lactose-intolerance, iron deficiency).
- 11.1.12C Analyze the relationship among factors affecting consumer housing decisions (e.g., human needs, financial resources, location, legal agreements, maintenance responsibilities).
- 11.1.12D Evaluate the role of consumer rights and responsibilities in the resolution of a consumer problem through the practical reasoning process.
- 11.1.12F Compare and contrast the selection of goods and services by applying effective consumer strategies.

Curricular Objectives:

A. Students will:

- a. Explain the relationship between food supply and food prices.
- b. List factors that affect the cost of food.
- c. Describe marketing procedures which encourage rational choices in food purchases.
- d. Successfully plan and complete a cost effective meal.

Assessments/ Measurement of Objectives:

- Group discussion with questions
- Student activities/projects
- Objective tests and/or quizzes
- Student directed activities in the kitchen lab situations with acceptable results.
- Design and complete a cost effective meal.

Suggested Methods of Instruction / Learning Activities:

- Teacher/group discussion
- Food shopping comparison
- Design and completion of a meal under \$10 for a family of 4.
- Worksheets on unit pricing

Unit 6: Foods for Special Occasions

Estimated Time: 1 week

Standard Alignment:

- 11.2.12B Evaluate the effectiveness of action plans that integrate personal, work, family and community responsibilities.
- 11.2.12C Analyze teamwork and leadership skills and their application in various family and work situations.
- 11.2.12D Based on efficiency, aesthetics and psychology, evaluate space plans (e.g., home, office, work areas) for their ability to meet a variety of needs including those of individuals with special needs.

Curricular Objectives:

A. Students will:

- a. Plan and organize a luncheon buffet.
- b. Demonstrate how to serve food properly.
- c. Select and use a recipe for a special occasion successfully.

Assessments/ Measurement of Objectives:

- Demonstrate knowledge of planning and organization skills while planning luncheon buffet.
- Complete and properly serve individual recipes for luncheon buffet.
- Complete a dish for a special occasion or holiday.
- Student activities/projects

Suggested Methods of Instruction / Learning Activities:

- Teacher/student discussion and demonstrations
- Student directed activities in kitchen lab situations with acceptable results.